technologically assisted curriculum will work for the foreign-language curriculum. Rather than advocating new technologies as a replacement for activities that can be done equally well with traditional processes, the author envisions a radical change as teachers rethink their strategies and develop their competence in the effective use of technology in language teaching and learning. Directed at all language teachers, from the elementary school to postsecondary levels, the book is ideal for graduate-level courses on second language pedagogy. It also serves as an invaluable reference for experienced researchers, CALL developers, department chairs, and administrators. This book provides a fascinating, up-to-date overview of the social, cultural, economic, and political landscapes of Tanzania. * Describes historical events from the late 1880s to the present day * Provides several maps depicting Tanzania's location in Africa, major physical features, administrative units, urban areas, ethnic groups, and population distribution * Contains an interdisciplinary bibliography of sources in the areas of geography, history, anthropology, and popular culture * Includes a glossary of key items, places, cities, ethnic groups, and personal/individuating Tandem Language and Culture Learning in Higher Education provides an overview of a specific type of learning, called tandem language and culture learning, which was created and developed in Europe after the Second World War, before reaching other continents. Through focusing on higher education, the authors demonstrate how, despite institutional constraints, language educators can make better use of this practice in such contexts as internationalisation, physical and virtual mobility, lifelong learning and intercultural education. This book comprises 16 chapters which examine how tandem language and culture learning is currently being institutionalised in higher education thus showing how the founding principles of the tandem approach have been revised, which learning outcomes (intercultural, linguistic, professional) tandem learning may bring about, and which key issues must be addressed (assessment, counseling, resources) when setting up tandem programmes. The various contributions present up-to-date tandem studies from both European and non-European perspectives. Highlighting tandem language learning's potential to promote multilingual and multicultural learning on a global scale, this volume will be of particular interest to students and researchers in intercultural communication, language education, multilingualism, and applied linguistics. The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics, including reflexivity and criticality, transculturing, and social justice in relation to intercultural communication. With an emphasis on contemporary, critical perspectives, this handbook showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL/TEFL, and communication studies. This is an outstanding collection of papers by top scholars in a range of disciplines who shed stimulating, complementary insights into the social, cognitive and semiotic frameworks that shape both the acquisition of language, and the constitution of social actors through that process. The intentionally loose ecological framing of the volume provides an arena within which a range of perspectives, all united by their opposition to a mechanistic view of language acquisition, can enter into dialogue with each other. This is a most stimulating collection, with a range of insightful investigations of settings as diverse as an autistic child learning to interact with others on the playing field, professional gate-keeping encounters, and foreign language classrooms. * Professor Charles Gooden, University of California at Los Angeles The book brings together well-known scholars in two relatively distinct fields, language acquisition and language socialization, and from a variety of orientations within applied linguistics to describe language development from a relational perspective. The papers in this volume are a response to three main questions: 1) What conceptual models best capture the ecological nature of language learning? 2) What research approaches are best likely to illuminate the relationship between language and social structure? 3) How is educational success defined for language acquisition and language socialization? The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by detailed questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh This book investigates the cultural and intercultural aspects of English as a lingua franca (ELF). Authors discuss how 'culture' and the 'intercultural' can be understood, theorised and operationalised in ELF, and how the concepts can be integrated into formats of ELF-oriented learning and teaching. The various cultural connotations are also discussed (ideological, political, religious and historical) and whether it is possible to use ELF or teach a lingua franca as if it were culturally neutral. The chapters consider the interaction and pedagogical implications of the cultural and intercultural dimensions of ELF and offer suggestions for new directions in ELF research, pedagogy and curriculum development. This book deals with the study of style in language, how styles can be recognised, and their features. It examines how style is used in literary and non-literary texts, and how familiarity with style is a matter of socialization. The author also discusses the relationship between text and discourse, the production and reception of meaning as a dynamic contextualised process, the question of perspective and the variable representation of reality, and how stylistics can complement literary criticism. The final chapter deals with social reading and ideological positioning, including some thoughts on feminist stylistics and critical discourse analysis. This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic. Written by the winner of the 1987 BAAL book prize, this book deals with the acquisition of understanding of foreign languages and peoples. It is also a study of the philosophy and purpose of language teaching in all its facets, in the context of foreign language teaching in secondary education. The book is written for language teachers and, though it draws on disciplines not usually included in their education and professional training, it does so from within the profession's own perspective. It is an attempt to raise teachers' and learners' awareness of the full educational value of foreign language learning Decolonising Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white, western thought. Edited by acclaimed critical theorist and linguist Donald Macdonald, this volume includes cutting-edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non-standard language varieties through the replication of colonial languages. Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL/ESL/EFL educators as literature or linguistic theory. Copyright code : d9c52791d598e70a0a3f5906bcf28f